

# Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Simpson University

## Professional Services Division

**March 15, 2009**  
**Overview of this Report**

### Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Simpson University. The team report presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

### Common Standards and Program Standard Decisions For all Programs offered by the Institution

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice		X	
8) District Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

### Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject	21	18	3	
Single Subject	21	17	4	
Preliminary Administrative Services	15	15		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**Institution:** Simpson University

**Dates of Visit:** March 8 – 11, 2009

**Accreditation Team**

**Recommendation:** **Accreditation with Stipulations**

**Rationale:**

The team recognizes Simpson University offers quality programs that address the needs of its community. Simpson graduates are sought for the qualities they bring to the profession. The team found the majority of standards were met; however, there is a room for improvement. The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards—

Standards Met: Standards 1 – 6 and 8 – 9

Standard Met with Concerns: Standard 7, Field Experience and Clinical Practice

Program Standards –

Multiple and Single Subject Credential Programs – Standards Met with Concerns

- Multiple and Single Subject Program Standards: 13, Preparation to Teach English Learners, 15, Learning to Teach Through Supervised Fieldwork and 16, Selection of Fieldwork Sites and Qualifications of Field Supervisors
- Single Subject Program Standard 18, Pedagogical Assignments and Formative Assessments During the Program

Preliminary Administrative Services Credential Program – All Standards Met

### Overall Recommendation –

The institution is judged to be generally effective in preparing educators in its general operations apart from the identified areas of concern:

- Common Standard 7, Field Experience and Clinical Practice
- Multiple and Single Subject Program Standards: 13, Preparation to Teach English Learners, 15, Learning to Teach Through Supervised Fieldwork and 16, Selection of Fieldwork Sites and Qualifications of Field Supervisors
- Single Subject Program Standard 18, Pedagogical Assignments and Formative Assessments During the Program

The concerns identified are confined to specific issues that impact the quality of the program.

The team recommends the following stipulations:

The unit must create a process to document and verify the following:

- The unit must clearly articulate field experience requirements for all programs and create a process to document how candidates successfully meet the unit's expectations concerning levels of placement, diversity, and process of placement selection. All unit requirements are to be based on the standards related to fieldwork. (Common Standard 7)
- MS and SS Candidates are to consistently demonstrate use of appropriate methods and strategies related to English language development (Standard 13b).
- MS and SS Candidates are to consistently plan and practice multiple strategies for managing and delivery of instruction (Standard 15a).
- MS and SS Candidates are to utilize and practice pedagogical knowledge during supervised fieldwork (Standard 15b).
- MS and SS Candidates are to be required to experience significant experiences teaching English learners as part of their student teaching experience or alternate setting as appropriate (Standard 15c).
- MS and SS Program coordinators provide systematic monitoring and oversight of the alignment of pre-student teaching fieldwork experience with professional teaching program expectations (Standard 16).
- SS candidates must complete a progression of complex tasks during the pre-student teaching fieldwork experience (Standard 18).

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

<b>Initial/Teaching Credentials</b>	<b>Advanced/Service Credentials</b>
Multiple Subject	Administrative Services Preliminary & Internship
Single Subject	

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Simpson University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Simpson University continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

### Accreditation Team

<b>Team Leader:</b>	<b>Gary Hoban</b> National University
<b>Common Standards Cluster:</b>	<b>Meredith Curley</b> University of Phoenix
<b>Basic/Teaching Programs Cluster:</b>	<b>Mary Humphreys</b> Retired Middle School Teacher <b>Noele Krenkel</b> Retired Elementary School Teacher
<b>Advanced/Services Program Cluster:</b>	<b>Curtis Guaglianone</b> California State University, Bakersfield
<b>Staff to the Accreditation Team:</b>	<b>Joseph Dear</b> California Commission on Teacher Credentialing

### Documents Reviewed

University Catalog	Field Experience Notebooks
Institutional Self Study	Schedule of Classes
Course Syllabi	Advisement Documents
Candidate Files	Faculty Vitae
Fieldwork Handbooks	College Annual Report
Follow-up Survey Results	College Budget Plan
Needs Analysis Results	

### Interviews Conducted

	Team Leader	Common Standards	Basic/ Teaching Cluster	Advanced/ Services Cluster	<b>TOTAL</b>
Program Faculty	2	4	10	5	<b>21</b>
Institutional Administration	6	10	3	4	<b>23</b>
Candidates	21	0	56	19	<b>96</b>
Graduates	8	20	17	13	<b>58</b>
Employers of Graduates	16	11	7	6	<b>40</b>
Supervising Practitioners	15	2	11	1	<b>29</b>
Advisors	2	0	2	0	<b>4</b>
School Administrators	15	16	8	6	<b>45</b>
Credential Analysts and Staff	0	1	1	0	<b>2</b>
Advisory Committee	12	12	12	12	<b>48</b>
<b>TOTAL</b>					<b>366</b>

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

## **Background information**

Simpson University was founded in 1921 as Simpson Bible Institute in Seattle, Washington. In 1955 the school moved to San Francisco, and its name was changed to Simpson Bible College.

By 1971 the college had become a more comprehensive liberal arts college, which offered professional as well as biblical studies. That same year, the name was changed to Simpson College. In 2004, Simpson College became Simpson University and the Education Division became a School of Education.

In 1989 the College moved to Redding in Shasta County in Northern California and now occupies a campus built on 90 acres. The undergraduate program has 800 students, with residential accommodations for 600. The enrollment in the credential programs is made up of 115 students who commute to the main campus or participate in cohort programs in more remote locations such as Weed or Alturas.

## **Mission**

From its earliest days, the University, a private university which is an affiliate of the Christian Missionary Alliance, has described its mission as being a “Gateway to World Service.” The goals of the School of Education are to provide graduate degrees and credential programs designed to: (1) serve professional and personal needs of individuals who seek advanced academic preparation; (2) prepare students for subsequent doctoral programs; (3) provide certification or credentials and improved professional proficiency for teaching and administering in public, private, and/or international schools; (4) produce individuals who can articulate a Christian worldview; and (5) respond to the educational needs of the north state by providing qualified educators.

## **Education Unit**

Enrollment in the School of Education credential programs is 115 candidates as reported in the School’s Biennial Report. The programs offered are multiple subject, single subject, and preliminary administrative services credentials. There are 63 candidates in the Multiple Subjects program, 25 candidates in the Single Subjects program, and 27 candidates in the Preliminary Administrative Services Credential program. Additionally, another 25 – 35 students are enrolled in non-credential programs, including a new masters degree being offered in South Korea.

There are six full-time faculty members in the School of Education plus a dean and associate dean.

A unique feature of the School of Education is the service it provides to primarily rural areas in preparing teachers and administrators to work in small to moderate size districts and schools in Tehama, Shasta, Trinity, Siskiyou, Butte, Glenn, Lassen, Plumas, and Modoc counties. A hallmark of the School is providing personal and caring service to candidates and in forging

linkages with the district in the area it primarily serves. The School was first approved to offer the multiple and single subject credentials in 1989 and approved under SB 2042 in 2003. The preliminary administrative services credential was first approved in the late 1990s and approved under the 2004 standards following the California Professional Educational Leadership Standards (CPSELs) in 2006.

**Table 1**  
**Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2006-07)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs
Multiple Subject	Initial	78	63	CCTC
Single Subject	Initial	20	25	CCTC
Preliminary Administrative Services	Advanced	27	27	CCTC

### **The Visit**

A team of five volunteer team members and one Commission staff person participated in a three day visit to Simpson University in Redding, California. Team members reviewed the institutional report, biennial reports, and extensive supporting documentation. In addition, team members interviewed candidates, faculty, employers, mentors, master teachers, administrators, Advisory Committee members, and field supervisors to make a determination on the programs' alignment with Common Standards and Program Standards. Each team member visited a local school campus to meet with mentors, master teachers, candidates and administrators.

## Common Standards

### Standard 1: Educational Leadership

### Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

### Findings

Simpson University's mission of "Gateway to world service" provides direction for programs, courses, teaching, and collaboration. Its mission serves to prepare educators who embody and demonstrate ethical and effective teaching and leadership for public and private schools. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. The institution maintains an active advisory board comprised of stakeholders representing multiple schools, districts, and counties. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The unit implements and monitors a credential recommendation process that ensures candidates have completed required elements prior to recommendation for a credential.



## Standard 2: Unit and Program Assessment and Evaluation

### Standard Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

### Findings

The education unit is working to implement an assessment and evaluation system for ongoing program and unit evaluation and improvement. The components of the assessment system appear to be in place but the overall assessment philosophy and corresponding system need to be more clearly articulated. The Dean of the School of Education has oversight for data collection and has the support from Institutional Research for data analysis; however, this process is very labor intensive and relies on manual collection, aggregation, and analysis of multiple data elements. Some components of the assessment system are ongoing; Teacher Performance Assessment, student teaching evaluation, and course evaluation. The unit should improve efforts to provide more consistent benchmarking of student performance across course work (in all programs) to document student learning outcomes. The team recommends finding technology solutions that support a consistent process for collection, analysis and continuous improvement. The team heard several examples of how qualitative data is being used for program improvement; however, there does not appear to be a system in place for documenting these changes as evidence of continuous improvement. The institutional research department is now staffed with full-time and part-time personnel and the team recommends collaboration between the School of Education and Institutional Research to support the School's ongoing assessment needs including Title II reporting, biennial reports for the Commission on Teacher Credentialing, Teacher Performance Assessment data, evaluation of student learning outcomes, etc.

## Standard 3: Resources

### Standard Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

### Findings

The leadership at Simpson University has made marked improvements in financial resources over the past few years. The new administration has moved the institution from a negative cash flow to a moderate cash surplus; making progress in debt reduction. The financial challenges of the institution were noted in the WASC capacity review and significant progress has been made

with a commitment from senior management. The institution is now financially more stable and has the necessary resources to sustain the School of Education. The senior leadership team noted that the School of Education is “the flagship of Simpson University” and has made a commitment of fully funding the School to maintain the required levels of quality. Sufficient personnel are available to meet program and candidate needs; however, the team noted that a technology plan to support the School and its programs is not in place. It is recommended that the institution identify technology resources to support the needs of the preparation programs, e.g. data collection, analysis, and continuous improvement, tracking student program and field experience requirements, and measurement of program outcomes required for Program Assessment and Biennial Reports due to the Commission.

#### **Standard 4: Faculty and Instructional Personnel**

#### **Standard Met**

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

#### **Findings**

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential program. Simpson University utilizes many practitioner faculty members who bring relevant experience into the course work. Faculty have current knowledge in the content they teach, understand the context of public schooling, and model best practices in teaching and learning. Faculty are knowledgeable about diverse abilities, cultural, language, ethnic, and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive curriculum of P-12 schools. Faculty members collaborate regularly with colleagues in P-12 settings and members of the broader professional community. The institution has committed additional resources to faculty development and plans to support faculty with increased professional development and scholarship opportunities. The institution regularly evaluates the performance of faculty and university supervisors, recognizes excellences, and retains those who are consistently effective.

**Standard 5: Admission****Standard Met**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

**Findings**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in admissions procedures, including candidate interviews, grade point average, writing samples, and letters of recommendation. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics that suggest a strong potential for professional effectiveness. The institution works to identify quality undergraduate candidates for their credential program in an effort to 'grow their own'.

**Standard 6: Advice and Assistance****Standard Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

**Findings**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development. Simpson University has an open door policy for candidates to work with faculty advisors and credential analysts to obtain accurate program and credential information. There is clear evidence that the unit lives its Christian mission and candidates feel supported personally and academically throughout their program. The institution provides support and assistance to candidates and has established a process to retain candidates who are suited for entry or advancement in the education profession. The institution utilizes checklists and file systems to monitor candidate progress and performance; however, the team recommends technology solutions to assist with these processes for ease in collection and retrieval of information.

## Standard 7: Field Experience and Clinical Practice

### Standard Met with Concerns

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

### Findings

#### *Pre-student teaching Fieldwork*

The team found little evidence to show that the unit has designed and implemented a planned sequence of field-based experiences prior to student teaching. Candidates must have the opportunity to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively. The team recommends that the unit develop a plan for field experience that identifies the expectations of candidates in pre-student teaching field experience to show multiple opportunities for observation and practice of skills prior to clinical experience. In addition, the unit must clearly articulate requirements for field experience and create a process for candidates' to document how they successfully met the unit's expectations. Current documentation and process flow is insufficient to demonstrate that candidates in all programs are meeting the field experience requirements established in program standards.

#### *Clinical Experience*

The unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervision for clinical placements. As noted above, the unit must create a process that provides candidates the opportunity to experience a variety of diverse settings during their clinical experience in order to meet the requirements of the program standards.

### Rationale

The demographics of the area surrounding the Simpson University campus create challenges for securing field experience and clinical placements that allow candidates the opportunity to understand and address issues of diversity. The surrounding area is very homogeneous in its ethnic breakdown; however, there are opportunities for candidates to experience diversity with English language learners, generational poverty, Native American culture and traditions, special needs students, gifted students, etc. The institution must identify ways to ensure that candidates have experience in a variety of diverse settings during their field experience and/or clinical experience to ensure compliance with Common Standards and Program Standards.

## **Standard 8: District-Employed Supervisors**

### **Standard Met**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

### **Findings**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting appropriate supervisors is in place and is based on identified criteria. Supervisors are trained, oriented to the supervisory role, evaluated, and recognized in a systematic manner.

## **Standard 9: Assessment of Candidate Competence**

### **Standard Met**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

### **Findings**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements. The team was able to find evidence of candidate performance; however, the collection of data would be better served by creating a systematic process for assessing learning outcomes (both formative and summative) across courses, field experiences, and clinical experiences in all programs. The assessment process should be shared across stakeholders, e.g. administration, faculty, university supervisors, etc. to allow aggregated data and its analysis to be used for continuous improvement across and within programs.

## Multiple and Single Subject Credential

### Findings on Standards

Simpson University offers preliminary teaching credentials for Multiple Subjects and Single Subjects. The Multiple and Single Subject teaching programs are designed to prepare teachers for public, private, and international schools. A sequenced design of the program is evident and is based on sound theoretical and scholarly foundations that combine the knowledge base of teacher education pedagogy with experiences for application in the school setting. An important part of the program is the weekly collaboration among master teachers, student teachers, and University Supervisors. Candidates, graduates, and master teachers all noted the value of this collaboration. The credential programs are designed so that candidates become familiar with subject matter in preparation for perspective multiple or single subject teaching positions in diverse educational environments. Employers expressed their satisfaction with the preparation of teachers who completed their credentials at Simpson University. Stakeholders appreciated the openness and responsiveness of program staff regarding any concerns or ideas brought forward. They repeatedly expressed that Simpson University really cares how its candidates do, and will do anything to help them succeed.

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that three program standards are *Met with Concerns* for both Multiple Subject and Single Subject Credential Programs, one additional standard is *Met with Concerns* for Single Subject Credential Program, and all remaining standards are fully met.

### **Standard 13 Preparation to Teach English Learners** – Met with Concerns

Element (b) The team found that candidates had multiple opportunities to learn and understand methods and strategies for English language development, but found that evidence of systematic use of these methods and strategies by candidates was inconsistent.

### **Standard 15 Learning to Teach Through Supervised Fieldwork** – Met with Concerns

Element (a) The team found that candidates lack sufficient opportunities to plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in their program.

Element (b) Although candidates have opportunities to observe and acquire important pedagogical knowledge, the team found that opportunities to utilize this knowledge were not extensive during the supervised fieldwork sequence.

Element (c) The team did not find evidence that all candidates had significant experiences teaching English learners as a part of their student teaching experience, or in a different setting, if necessary.

**Standard 16 Selection of Fieldwork Sites and Qualifications of Field Supervisors** – Met with Concerns

While the program provides candidates with lists of possible school sites as well as individual help in finding placements for candidate pre-student teaching field experiences, it is the responsibility of the candidate to select the site and to make the arrangements to complete the field experiences, including the required micro-lessons. The team is concerned about the basis for selection of all fieldwork sites and the relation to the stated rationale for the preparation of candidates.

**Standard 18 Pedagogical Assignments and Formative Assessments During the Program** – Single Subject Only - Met with Concerns

The team could not find evidence to document the progression of complex tasks during the pre-student teaching fieldwork experience.

## **Preliminary Administrative Services Credential**

### **Findings on Standards**

After reviewing the institutional report, extensive supporting documentation, and the completion of interviews with candidates, faculty, employers, mentors, Advisory Committee members and field supervisors, the team determined that all program standards are met for the Preliminary Administrative Services Credential and Administrative Internship Programs.

Candidates, program completers, and employers positively commented on the PASC in the following areas: relationship building with the PreK-12 community; value for candidates as people as well as professionals; accessibility of faculty and School of Education leadership to address the needs of candidates; the experience and quality of regular and adjunct faculty; the professional expertise provided by seminar guest practitioners; and the value of field work assignments relating to the “real work” of the learning environment.

It should be noted, that even though the Education Unit is approved to offer the Administrative Internship Credential, there are neither candidates nor graduates of this program, therefore an assessment of the Internship Program is not being made at this time.

### **Strengths in Program Implementation**

- Care, professionalism, and accessibility of program faculty and staff in supporting candidates was consistently praised by all program candidates, graduates, and mentors.
- Partnerships are well established between all aspects of the program and the communities they serve as evidenced by community input, involvement, and responsiveness to program outcomes.
- Quality formative assessment is administered to candidates in all courses and through a culminating written and oral defense process focused on the California Professional Standards for Educational Leaders (CPSELs) and supported by the triangulation of written, verbal, and documented evidence.

### **Areas of Growth in Program Implementation**

While evidence indicates that all standards are met, the following items are provided as recommendations that may strengthen the program to better align with standards and meet candidates’ professional needs.

- Design and implementation of the fieldwork requirement would more closely meet the standard if designated fieldwork requirements were aligned with Standard 7e which states, “...a variety of school settings are required... at least one of which involves a site with a diverse school population.”
- Electronic gathering and monitoring of assessment data would improve the process of data management and assist in the continuous cycle of program inquiry and improvement.
- Current signature assignments, required in each of the courses, are a strength of the program. If a common scoring rubric were established for each of the assignments, and data aggregated across the program, a rich set of data would become available to monitor and report student outcomes and add to the current program assessment system.